NASH Conference, Kentucky Delegation

Workgroup Session, 7/25/05
Loews Annapolis Hotel/Conference Center

Rigorous Curriculum

- **Issues:**

  ➢ What makes a course/body of content "rigorous?"

  ➢ How can we move the work forward to focus on the learning results of students rather than the <u>process</u> of offering or mandating courses?

  ➢ How do we create a Kentucky "research-based" rigorous system of learning for all students?

  ➢ How do we provide current teachers with content teaching skills to address areas of demand? How do we allow for a "teacher of record" to creatively address content need through other staff/community/post secondary personnel?

  ➢ How do we avoid a total focus on what curriculum is "offered" rather than what each student learns (school culture, pedagogy, etc.)?

  ➢ Can we produce a "life-long-learning process" in order to "keep up" an ever evolving education/learning pursuit?

  ➢ Have we created learning structures that equip students with multiple skills and knowledge sets?

  ➢ How do we convince the general public that more rigor is needed and necessary?

  ➢ How do we determine whether the content is enabling students to be successful at the next level, and avoid the practice of moving forward whether "mastery" is attained or not?

  ➢ How do we best use data tracking to follow students' process over time?

  ➢ Is the focus on the literacy and math limiting   What about the needed focus on science, etc?

  ➢ How do we establish high expectations for more than the top 10% of students who are in AP/Honors, etc. How do we escape the "sorting" mentality which says that there must be some who fail?

- **Next steps:**

  - ➢ Take away options to take a "general" track

  - ➢ Provide resources for support systems for students and teachers

  - ➢ Produce "real" units of study and lessons that are "vetted" and meet the test of "rigor"

  - ➢ Provide "messaging" for multiple audiences about the urgency of well prepared students:
    - ❖ Parents
    - ❖ Students
    - ❖ The 76% of the public without children in school
    - ❖ Counselors
    - ❖ Teachers/other educators